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ABSTRACT

The facilitator's manual offers information for conducting a workshop to teach regular educators, special educators, and parents of handicapped children problem solving and decision making techniques as they relate to the individualized education program (IEP) team. Three presentations are designed to define and discuss the rationale and process for problem solving/decision making; define and teach two problem solving methods (brainstorming and the situation-target-paths problem solving sequence); and to offer a rationale for and definition of the most common decision making methods teams use as well as an action plan which includes steps for implementing team decisions. Complete texts for the three presentations are provided as well as step by step guidelines for two activities which relate to the presentations. Among the topics covered are the problem solving process, stages of the problem solving sequence, and methods for making decisions. A participant's handbook on problem solving and decision making is included. (SB)

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THE TEAM APPROACH TO EDUCATIONAL DECISION-MAKING:

INCREASING THE EFFECTIVENESS OF IEP TEAMS

FACILITATOR'S MANUAL FOR MODULE TWO

COMPONENT THREE:

PROBLEM SOLVING/DECISION-MAKING TECHNIQUES

BY

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EC132536

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COMPONENT THREE:

PROBLEM SOLVING/DECISION-MAKING TECHNIQUES

EC 132536

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COMPONENT THREE:
DIRECTIONS TO FACILITATOR

DIRECTIONS TO FACILITATOR - COMPONENT THREE

NOTE: AS YOU PROCEED THROUGH THE SET OF DIRECTIONS, PLEASE REFER TO THE AGENDA, PRESENTATION TEXT, PARTICIPANT'S HANDBOOK AND ACTIVITIES.

COMPONENT THREE OF PARTICIPANT'S HANDBOOK

- Distribute entire Problem-Solving/Decision-Making section of Participant's Handbook.
- Remind participants to stay on the page which accompanies facilitator's presentation.
- Allow participants 5 minutes to read goal, page 1, and to complete the Problem-Solving/Decision-Making Self-Assessment Form, pgs. 2-3.

PRESENTATION I - "PROBLEM-SOLVING IS..."

The purpose of this presentation is to provide a definition, rationale and process for problem-solving/decision-making.

Definition and Rationale

- Instruct participants to turn to Concept Aid 1 , page 4 .
- Briefly present the definition and cover key points capitalized in text.

- Instruct participants to turn to Concept Aid 2 , page 5 .
- Present rationale, focusing the presentation on the circumstances in which group decision-making is the most appropriate.
- Instruct participants to turn to Concept Aid 3 , page 6 .
- Cover problem-solving process emphasizing the separation of exploring and sorting of ideas from critical appraisal of the idea.
- Allow participants to check their understanding, page 7 .

PRESENTATION II - "PROBLEM-SOLVING/DECISION-MAKING METHODS"

The purpose of this presentation is to define and teach two problem-solving methods.

NOTE: ALTHOUGH MANY PARTICIPANTS MAY BE FAMILIAR WITH "BRAIN-STORMING," REVIEW THE TECHNIQUE. THIS REVIEW IS NECESSARY SINCE BRAINSTORMING IS AN INTEGRAL PART OF THE S-T-P PROBLEM-SOLVING TECHNIQUE. THE CORRECT USE OF "BRAINSTORMING" IS CRITICAL TO THE SUCCESS OF THE S-T-P METHOD.

<u>"Brainstorming"</u>

- Instruct participants to turn to Concept Aid 4 , page 8.
- Briefly teach or review "Brainstorming", emphasizing the ground rules of no criticism.
- Instruct participants to turn to Concept Aid 5 , page 9 .
- Read through the "Brainstorming" tips.

S-T-P Problem Solving Terms

- Instruct participants to turn to Concept Aid 6, page 10.
- Explain the definition of the terms, using the examples provided in the text.
- Elicit examples from the groups to check their understanding of the terms as participants must have a clear understanding of the terms Situation (S), Target (T), and Paths (P) before beginning Stage One of the S-T-P problem solving sequence.

S-T-P Problem Solving Sequence

- Instruct participants to turn to Concept Aid 7, pages 11 and 12.
- Review the stages of the S-T-P sequence.

NOTE: PARTICIPANTS ARE TO USE THE S-T-P SEQUENCE IN ACTIVITY 2. THE FOLLOWING ACTIVITY 1, "SETS THE STAGE" FOR THE APPLICATION OF THE S-T-P PROBLEM-SOLVING SEQUENCE.

ACTIVITY 1 - "THE TWENTY MINUTE RUSH: A ROLE PLAY"

The purpose of this activity is to illustrate the existence of specific problems within an IEP meeting and the effects of those problems on task accomplishment in an IEP team.

The process, materials required, time needed, etc., are included with the activity.

IMPORTANT

- THE TASK OF THE CHARACTERS IN THE ROLE PLAY IS TO AGREE UPON EDUCATIONAL GOALS FOR TIMOTHY.

IMPORTANT: AS THE PARTICIPANTS "BRAINSTORM" WHICH PROBLEMS EXIST IN THE ROLE PLAY, THE FACILITATOR ADDS ANY OF THE FOLLOWING MAIN PROBLEMS WHICH ARE NOT MENTIONED.

- THE MAIN PROBLEMS WHICH EXIST IN AN IEP MEETING ARE:
  - MEETING BEGINS WITHOUT ALL CRITICAL PEOPLE PRESENT.
  - NO ONE APPOINTED TO BEGIN AND LEAD THE MEETING.
  - MEMBERS UNPREPARED TO SHARE INFORMATION.
  - ROLES ARE UNCLEAR.
  - CONFIDENTIALITY NOT OBSERVED.
  - PERSON PRESENT WHO HAS HAD NO CONTACT WITH STUDENT.
  - LACK OF COOPERATION BETWEEN REGULAR EDUCATION AND SPECIAL EDUCATION.

NOTE: THIS MEETING MAY SEEM EXAGGERATED, YET IT IS BASED ON AN ACTUAL EXPERIENCE. THE FACILITATOR MAY WANT TO SHARE THIS FACT WITH THE PARTICIPANTS.

ACTIVITY 2 - "SOLVING THE PROBLEM WITH S-T-P"

The purpose of this activity is to provide participants with an opportunity to apply the S-T-P problem solving sequence taught in Presentation II to the problems which were created in Activity I - "The Twenty Minute Rush." The process, materials needed, time required, etc., are included with the activity.

NOTE: OBSERVER'S REPORT IN THIS ACTIVITY IS A LEAD IN TO PRESENTATION III.

PRESENTATION III - "ACTION PLAN"

The purpose of this presentation is to provide a rationale for and definition of the most common decision-making methods teams use. The presentation also provides participants with an explanation of an ACTION PLAN, which includes steps for implementing team decisions.

Action Stage

- Instruct participants to turn to Concept Aid 8, pg. 13.
- Combine the information gathered by the observer in Activity 2, with a presentation of the material covered in the text.
- Key points are capitalized.

Action Plan

- Instruct participants to turn to Concept Aid 9, page 14, and Concept Aid 10, page 15.
- Briefly review the ACTION PLAN steps.
- Emphasize that participants may want to apply the ACTION PLAN in their "Back-Home" situation.

CONCLUSION:

- ALLOW PARTICIPANTS TIME TO FILL OUT LIST OF SKILLS, PG 16.
- INSTRUCT PARTICIPANTS TO REVIEW THE WORKSHEET FOR "BACK-HOME" APPLICATION PAGES (REFER TO PARTICIPANT'S HANDBOOK, COMPONENT ONE, PG.22 , AND COMPONENT TWO, PG. 17 .

- EXPLAIN THAT PARTICIPANTS ARE TO CHOOSE THE SKILLS FROM COMPONENT ONE, TWO OR THREE WHICH THEY WILL PRACTICE IN THEIR EDUCATIONAL SETTING PRIOR TO THE FOLLOW-UP SESSION.
- INSTRUCT PARTICIPANTS TO FILL OUT THE SUMMARY WORKSHEET FOR "BACK-HOME" APPLICATION PAGE 17, LISTING THE SKILLS THEY WILL PRACTICE AND DESCRIBING THE EDUCATIONAL SETTING IN WHICH THEY WILL PRACTICE THEM.

NOTE: REMEMBER TO KEEP A COPY OF EACH PARTICIPANT'S WORKSHEETS FOR "BACK-HOME" APPLICATION. (REFER TO PAGE 7 IN GENERAL INFORMATION.)

COMPONENT THREE: PRESENTATION I

COMPONENT THREE: TEAM SKILLS PROBLEM-SOLVING/DECISION-MAKING

(SELF ASSESSMENT FORM PAGE 2 AND 3)

PRESENTATION I - "PROBLEM SOLVING IS..."

> *"Although problems surround us in many apparently different forms, it is only their specific situations which differ. The process for resolving them remains the same...they must all be understood and the understanding must be turned into action. The details of that process include decisions regarding the depth of personal involvement within either portion. That's the big difference. Some problems seem impossible to solve; others don't seem like problems at all."* [1]

Definition (Concept Aid 1 , page 4)

Earlier a team was defined as a unified group of people with special individual skills and expertise who join together in a cooperative problem-solving process to reach a shared goal. The primary focus of the IEP team is solving problems and making decisions. FOR THE PURPOSE OF THIS TRAINING, A PROBLEM IS SIMPLY THE EXISTENCE OF A GAP BETWEEN THE ACTUAL SITUATION (WHERE WE ARE NOW) AND A DESIRED SITUATION (WHERE WE WANT TO BE). Problem solving is the process of closing that gap; of finding ways of changing the present situation until it matches the desired situation.

Once team members have generated solutions, they are ready to evaluate, decide, and act. "Problem solvers become decision makers when they determine

1. Don Koberg and Jim Bagnall, 1976 , pg 34 .

which situational information is valid, select their preferred targets, or choose among alternate plans of action."[2] In other words, decision making follows problem solving whenever a choice arises.

Rationale (Concept Aid 2, page 5)

Educational teams, responsible for providing students with an appropriate education, are constantly faced with complex decisions. Decisions such as determining eligibility, interpreting significance of assessment information, or formulating long-range goals are complex, requiring diverse skill information and knowledge. This diversity is usually beyond the capability of an individual.

A TEAM APPROACH BRINGS THE DIVERSE EXPERTISE OF INDIVIDUALS TO ALL PHASES OF A PROBLEM-SOLVING/DECISION-MAKING PROCESS.

Each member brings a different set of skills and perspective to form and effect decisions. Each member recognizes and understands a common set of strategies which include:

a) Team action based on a synchronized effort of all.

b) Pair action, i.e., based on meshing effort between coach-quarterback, quarterback-center, etc.

c) Solo effort, i.e., broken field running, pass interception, etc.[3]

This type of coordinated effort is not always needed. There are times when an individual is able to make a quality decision and in less time than a group. Decisions are made best by an individual if:

a) ALL NECESSARY INFORMATION IS AVAILABLE;

b) THE INDIVIDUAL HAS EXPERTISE IN THE PROBLEM AREA;

2. Richard Schmuck, et al., 1977, pg. 318.

3. Robert Blake and Jane Mouton, 1964, pg 153.

c) HIGH COMMITMENT FROM THE GROUP (TEAM) IS NOT NECESSARY; AND

d) THE EFFECT ON TEAM MEMBERS IS MINIMAL.

On the other hand, when the decision requires both judgement and determination of facts, a team can be more effective than an individual. Therefore, decisions are made best by a team if:

a) THE PROBLEM IS COMPLEX;

b) DIVERSE SKILLS, EXPERTISE, AND EXPERIENCE ARE REQUIRED;

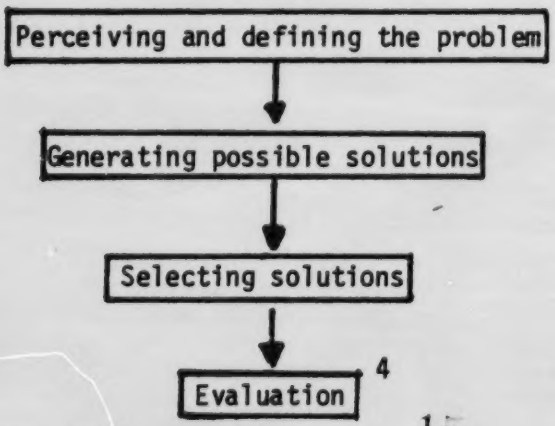
c) ACCEPTANCE OF THE SOLUTION IS REQUIRED BY THE PEOPLE AFFECTED;

d) A NUMBER OF PEOPLE ARE REQUIRED TO IMPLEMENT THE DECISION.

Under these circumstances a team is the most appropriate approach to problem-solving/decision-making. Shared participation leads to greater satisfaction with the team decisions. Satisfaction is particularly crucial for IEP team members who are responsible for implementing the decision. For instance, a classroom teacher is more likely to implement short term objectives if she/he has been an actively involved IEP team member.

Process (Concept Aid 3, page 6)

The problem-solving process has four basic steps which are illustrated in the following chart:



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4. Anne Pasanella and Cara Volkmor, 1977.

STEPS ONE AND TWO INVOLVE GATHERING, FILTERING, AND PROCESSING INFORMATION. STEP THREE INVOLVES ASSIGNING PRIORITIES TO THE SOLUTION AND ACTING ON THEM. IT IS CRUCIAL TO SEPARATE EXPORING AND SORTING OF IDEAS FROM CRITICAL APPRAISAL OF THE IDEAS. Decision-making begins with Step Three. This is the ACTION STAGE of the problem-solving process. Team members choose a plan of action, assign responsiblity for the actions and schedule actions. Step Four involves comparing the actual results of the actions with the expected results.

(✓ page 7)

COMPONENT THREE: PRESENTATION II

COMPONENT THREE: TEAM SKILLS PROBLEM-SOLVING/DECISION-MAKING

PRESENTATION II: "PROBLEM-SOLVING/DECISION-MAKING METHODS"

Effective teams agree upon specific problem solving procedures. There are at least three reasons why outlining specific techniques is valuable:

1) Keeps people "on course;" reduces the tendency to sidetrack team efforts.
2) Enables members to focus more effectively on relevant issues rather than personalities.
3) Focuses energy on "cause" rather than "effect" elements of a problem.[5]

There are several workable and practical approaches to problem solving. The technique which will be taught in this training focus on those approaches which separate the exploration and sorting of ideas from critical appraisal of the ideas.

"Brainstorming" - Problem-Solving Method #1 (Concept Aid 4, pg 8 and Concept Aid 5, pg 9)

This is a fairly well-known technique. This technique:

- creates a great number of ideas which lead to more quality in those ideas,
- opens people up to share ideas without fear of criticism, and

5. Association of California School Administrators, 1976.

- enables members of group to build on each others ideas

The process is very simple but is considered one of the most effective tools in separating evaluation from the generation of solutions. There are certain "ground-rules" which must be followed by all members for this technique to work successfully.

Ground rules:

- No criticism...all ideas are accepted.
- Ideas should be freewheeling--be wild and pool your wildness.
- Don't say, "no" to any idea.
- Don't take time to express approval beyond "Wow," "Hurray," or "Go! Go!"
- Build on the ideas of others...someone may give you an idea you can elaborate.

S-T-P Problem Solving Terms (Concept Aid 6, pg. 10)

This method identifies three key elements of a problem as the Situation (S), the Target (T), and the Paths (P). The problem is identified by developing a Situation statement and a Target statement.

SITUATION (S)

"Where are we now?"

- present situation, e.g., Role of the classroom teacher on IEP team is unclear.

TARGET (T)

"Where do we want to be?"

- desired situation, eg., We (the staff) understand the responsibilities

of the classroom teacher and the teacher understands the responsibilities of her role on the IEP team.

PATHS (P)

"How can we get there?"

- actions to take to get from the Situation to the Target, e.g., Classroom teacher will discuss her role expectations and the staff will have a chance to interact with her.

S-T-P Problem-Solving Sequence[6] (Concept Aid 7, pages 11 and 12)

This problem-solving sequence consists of five stages, proceeding through three steps of the problem-solving process.

- PERCEIVING AND DEFINING THE PROBLEM

Stage One: Group chooses one problem to define. Describe problem in terms of Situation (S) and Target (T).

Problem Statement

Where we are (S): Classroom teacher's role on IEP team is unclear.

Where we want to be (T): We want to understand the responsibilities of the classroom teacher's role.

- GENERATING POSSIBLE SOLUTIONS

Stage Two: "Brainstorm" alternatives for resolving problem. No evaluation! Recorder lists Paths (P), e.g.:

- Set aside part of next meeting for classroom teacher to describe his/her understanding of his/her responsibilities.
- Plan a session for other members to share role expectations of classroom teacher.

6. Richard Schmuck, 1977.

SELECTING SOLUTIONS
Decision-Making

Stage Three:

- Individuals vote to determine the priority of each Path listed.
- An individual raises his/her hand only if he/she feels the Path is a workable solution.

Stage Four:

- Through discussions and consensus, group chooses five of the ten most preferred solutions.
- Choose the most important and workable solutions.

Note: Consensus will be discussed more fully, but for this stage:

1) members should feel free to state their reasons for including one or more Paths among the five,
2) communication skills such as perception checking and describing behavior should be used,
3) a survey should be taken when choices are made, and
4) every member should own or be willing to support the five choices.

Stage Five:

- Group designs own Action Plan for 5 Paths chosen.

COMPONENT THREE: PRESENTATION III

COMPONENT THREE: TEAM SKILLS PROBLEM-SOLVING/DECISION-MAKING

PRESENTATION III: "ACTION PLAN"

Action Stage

Decisions are made by IEP teams all the time - some of them with conscious attention and some without awareness. An awareness of the methods a team uses to make decisions:

- HELPS TEAM MEMBERS TO PARTICIPATE EFFECTIVELY AND SHARE RESOURCES,
- REDUCES THE TENSIONS AND FRUSTRATIONS CAUSED BY MISUNDERSTANDING OF THE PROCESS,
- LESSENS THE AMOUNT OF DECISIONS MADE BY DEFAULT OR NOT IMPLEMENTED, AND
- HELPS MEMBERS CHOOSE APPROPRIATE METHODS.

Following are some methods which groups use to make decisions.[7]

(Concept Aid 8, pg. 13)

"Plopping" - "I think we should introduce ourselves," and no one does.

"Self Authority" - A person's proposal is implemented only by that person, as when Jill says, "I think we should introduce ourselves. My name is Jill Banks."

"Handclasping" - A person's proposal is immediately implemented by one other person, as when Judy says, "I think we should introduce ourselves," and Kathy responds, "My name is Kathy Hayes."

"Vetoing" - One person explicitly denies a proposal made by another, as when Pete says, "I don't agree" after John proposes that people

7. Ibid, p. 337.

ought to introduce themselves, and no one else sides with the proposal.

"Majority-Minority Voting" - The decision is made when a specified percentage of persons indicate support or rejection of the proposal.

"Surveying" - Everyone is polled to determine where they stand on a proposal; may be done as a straw ballot or for a vote.

"Consensus Taking" - Similar to surveying but with genuine exploration to test for opposition to determine whether those opposed will go along or feel the need to sabotage the decision.

Consensus decision-making is a method which requires fairly advanced skill in two-way communication, dealing with conflict and active participation of each member. Teams which reach the "Espirit de Corps" stage are able to use actual consensus decision-making. Although it is more difficult to achieve than the majority vote, the benefits outweigh the amount of time and energy spent. This method encourages the expression of differences of opinion.

CONSENSUS DECISION-MAKING AND UNANIMOUS DECISION-MAKING ARE DIFFERENT METHODS. Unanimous decision-making requires that all members agree. Team consensus is a process in which:

a) all members can paraphrase the issues being considered to show they understand,

b) all members have a chance to give their opinion on issues, and

c) those who disagree or doubt decisions are still willing to give it a "provisional try" without sabotaging it.

There are three ground rules for consensus.

1) "No Averaging"

2) "No 'Majority Rule' Vote"

3) "No 'Horse Trading'" [8]

Action Plan (Concept Aid 9, page 14 and Concept Aid 10, page 15)

One the team has decided which Paths or solutions to implement, the next step is to prioritize and act on the solutions. A plan of action is designed which includes the following steps:

a) Evaluate Paths one at a time. Decide by consensus which should be implemented first, second, etc.

b) Decide person responsible for each Path.

c) Set dates for actions to occur.

d) How will action begin?

e) "Brainstorm" everything that can go wrong.

f) Review Paths for possible changes as a result of Step E.

8. John Jones and J. William Pfeiffer, 1979, p. 15.

ACTION PLAN

A. PATH	B. PERSON (S)	C. BEGIN MO/DAY	DUE MO/DAY	D. FIRST STEP (HOW WILL PATH BEGIN)
1. Classroom Teacher will discuss her role at next staff meeting	1. Classroom teacher	3/21	4/21	1. Classroom teacher will write out her responsibilities

COMPONENT THREE: ACTIVITY I

THE TWENTY MINUTE RUSH:
A ROLE PLAY*

Purpose

To illustrate the existence of specific problem with an ineffective IEP team and the effects of those problems on task accomplishment of an IEP team.

Group Size

Any number of groups with five participants each.

Time Required

Approximately thirty minutes.

Materials

I. One copy of the Case Study for each participant.
II. One copy of the role play Synopsis for each participant.
III. One copy of each of the five Role Descriptions for each group.
IV. One copy of "Scenes" for each participant.

Physical Setting

A table that will accomodate five participants is needed.

I. Form groups of five participants
II. Distribute one Role Description, one copy of "Scenes", one copy of the Case Study and one copy of Synopsis to each participant.
III. Allow each participant 10 minutes to study his/her role, the Case Study and the Synopsis independently.

* Thanks to Janis Pugh for her contributions and bright ideas.

IV. Explain to group that the content and illustrations in "Scenes" are provided to help each participant create dialogue as well as provide cues to act out the non-verbal behavior of his/her role.

V. Allow participants 15 minutes to review "Scenes," seat themselves according to illustrations in Scene 1 and act out the role play.

VI. After 15 minutes, terminate the role play and post newsprint.

VII. "Brainstorm" with large group to elicit the problems which exist in the role play.

IX. Add any of the main problems which are not mentioned by participants. (Refer to Activity 1 in Component Three-Directions to Facilitator for list of main problems).

Important

THIS LIST OF PROBLEMS IS TO BE USED IN THE FOLLOWING ACTIVITY 2 - SOLVING THE PROBLEM WITH S-T-P.

Synopsis

Title: "The Twenty Minute Rush": A Role Play in Five Scenes.

Plot: An unprepared IEP team attempts to agree upon, write and prioritize goals in an ill-fated twenty minute meeting.

Main Character: Timothy Ash, Second grade student

Cast of Supporting Characters:

R.E. Blake, Second grade teacher

R.S. Davis, Resource Specialist

P.S. Stevens, Program Specialist

V.P. Juliet, Vice-Principal

F.L. Ash, Timothy's mother

Setting: A resource specialist room at Lincoln Elementary in the Santa Louisa School District.

Instructions for Playing a Role*

1. Read your description carefully and play your role conscientiously.
2. Put yourself into the role that you are given, but do not overact.
3. Be natural, but emphasize behavior aimed at fulfilling your role.

* adapted from J. Williams Pfeiffer and John Jones, 1974.

Case Study

General Information

Name: Timothy Ash

Age: 8 years

Grade: 2

Birth Date: July 14, 1971

Educational History:

Timothy was referred for testing by his mother. Reasons for the referral were low academic growth in reading and spelling. Current teacher reports Timothy has poor work habits and lacks motivation to perform on his own.

Family History

Timothy's parents have been separated recently. Timothy lives with his mother and a 13 year old brother. Although his mother works regularly, Timothy receives help with reading and spelling from his mother. Timothy's older brother, who attends accelerated classes for mentally gifted children, also tutors him. The home is academically oriented and much emphasis is placed on successful school achievement.

Medical History

General Health: Good

Vision: 20/20 - 20/20

Hearing: Normal

Speech: Normal

Social Relationships

Gets along well with others most of the time. Timothy's self-concept needs strengthening as he is beginning to build a negative self-image. He is in need of successful classroom experiences, praise, reassurance and positive reinforcement.

Diagnostic Tests

W.I.S.C.R. Verbal: 134 Performance: 152

Full Scale I.Q.: 146

P.I.A.T.	Grade Equivalents
Math	6.2
Reading Recognition	1.5
Spelling	1.7
General Information	7.2

Summary of Test Scores

Test indicates a significant discrepancy between Timothy's performance in reading and math and his ability. Timothy was relaxed and highly verbal during the testing situation.

Role Description

F.L. Ash - Parent

You are a professional woman, knowledgeable about the parent's role in the I E P meeting. You are well informed of your rights and responsibilities guaranteed by recent federal and state legislation. You are concerned about Timothy's classroom behavior and academic progress. You have always been actively involved in Timothy's education.

One month ago you made a classroom visitation and observed Timothy. During the observation, Tim sat next to you and did his Math. You were not able to observe Tim's interaction with his classmates but you did notice that many of the other children were not busy. After the observation you talked briefly with R.E.Blake and commented that Tim's inability to complete his work could be due to the fact that other children may be distracting him. R.E.Blake became upset and stated that Tim distracted other children so he wouldn't have to finish his work. You became angry and have not communicated with R.E.Blake since that incident. Although you are still angry with R.E.Blake, you want to resolve the disagreement. Your main concern is to insure Tim is successful in school. You feel very positive about the Resource Specialist services and enjoyed talking with R.S.Davis, the Resource Specialist. R.S. Davis called you yesterday to confirm the meeting time and mentioned that P.S.Stevens, Program Specialist, would be substituting for Mr. Lee, the regular Program Specialist. You are not comfortable with the idea that P.S.Stevens will be there, since she has not assessed or observed Timothy. You have never met V.P.Juliet, the Vice Principal. You approach the I E P meeting hopeful that you, as well as the other team members, can help Timothy become successful in school.

ROLE: F.L. ASH (TIMOTHY'S PARENT)

REMEMBER TO EMPHASIZE:

- YOU FEEL PRESSURED BY P.S.STEVENS
- 20 MINUTES IS NOT ENOUGH TIME TO DEVELOP AND PRIORITIZE GOALS
- YOU WILL NOT DEVELOP A GOAL OR SIGN IEP UNTIL YOU HAVE CONSIDERED INFORMATION PRESENTED TO YOU

(FOLD HERE)

F. L. Ash

Parent

Role Description

A.N. Other - Parent

You are a parent who arrives early for your meeting. Knock on the door to the resource room after the meeting has begun. Listen to everything that is being said. Remind team members you have to be at work very soon.

Role Description

R.S. Davis - Resource Specialist

You are an experienced Resource Specialist who has been with the Santa Louisa School District for three years. Your telephone conversation with Timothy's mother, F.L. Ash, was favorable. She seemed interested in Timothy's school progress and open to suggestions. Your contact with Timothy was also positive. You spent an extra thirty minutes after the testing time talking to him, as you found him to be bright and very likeable. You haven't had time to share the results of the testing with R.E.Blake, Tim's second grade teacher. You are aware that F.L. Ash and R.E. Blake have had a disagreement. You are concerned about the relationship between F.L. Ash and R.E. Blake and interested in involving F.L. Ash in the meeting.

You have shared the results of the assessments with Mr. Lee, the regularly assigned Program Specialist, who also tested Timothy. Unfortunately, Mr. Lee is unable to attend the meeting. You haven't discussed your observations or findings with P.S.Stevens, who is substituting for Mr. Lee. You are concerned that P.S.Stevens is attending the meeting even though she has had no contact with Timothy or you. You approach the I E P meeting confident that Timothy will benefit from the resource specialist services.

ROLE: A.N. OTHER PARENT

REMEMBER

- ARRIVE EARLY FOR YOUR IEP MEETING
- KNOCK LOUDLY ON RESOURCE ROOM DOOR AND ENTER
- REMIND TEAM MEMBERS YOU HAVE TO BE AT WORK

—(FOLD HERE)—

A. N. Other Parent

R. S. Davis

Resource Specialist

—(FOLD HERE)—

ROLE: R.S. DAVIS - RESOURCE SPECIALIST

REMEMBER

- YOU WANT TO ESTABLISH A GOOD RELATIONSHIP WITH F.L. ASH (PARENT)
- YOU KNOW THAT F.L. ASH HAS VALUABLE INFO TO CONTRIBUTE TO THE MEETING
- YOU TRY TO RESOLVE CONFLICT BETWEEN F.L. ASH (PARENT) AND P.S. STEVENS (PROGRAM SPECIALIST)

Role Description

P.S.Stevens - Program Specialist

You are a highly respected Program Specialist who has been with the Santa Louisa School District for eight years. Mr. Lee, the regular Program Specialist at Lincoln, has asked you to substitute at this I E P meeting for him. You are to present the results of the testing that he conducted. You haven't contacted R.S. Davis, the Resource Specialist, prior to the meeting. You consider this I E P meeting a mere formality which can be completed in about twenty minutes. You approach the I E P meeting confident it will be conducted quickly and efficiently. You are unfamiliar with R.E.Blake, Timothy's classroom teacher, and have had no contact with Timothy. You are interested in F.L. Ash's input as long as it meets your expectations of the type of role a parent is to play in the I E P.

Role Description

V.P.Juliet - Vice Principal

You are a well liked and respected Vice-Principal who has been with the Santa Louisa School District for sixteen years. You have been a Vice-Principal at Lincoln School for seven years. You have talked to Timothy on the playground but other than that you have had very little contact with him. You are unaware of Tim's classroom behavior or his academic achievement. You are aware of the disagreement between Blake and F.L. Ash. Prior to this I E P meeting you have not talked with any other members of the team. You approach the meeting concerned about the relationship between R.E. Blake and F.L. Ash. You want to improve the relationship and prevent disagreement.

P. S. Stevens

Program Specialist

(FOLD HERE)

ROLE: P.S. STEVENS - PROGRAM SPECIALIST

REMEMBER

- YOU CONSIDER THIS IEP MEETING A FORMALITY WHICH CAN BE EASILY COMPLETED IN 20 MINUTES
- TO INSIST THAT F.L. ASH (PARENT) AGREE TO THE GOALS AND SIGN THE IEP FORM (USE PRESSURE IF NECESSARY)

ROLE: V.P. JULIET - VICE PRINCIPAL

REMEMBER

- YOU DON'T FEEL COMFORTABLE WITH CONFLICT
- YOU WOULD LIKE TO HAVE ANOTHER MEETING

(FOLD HERE)

V. P. Juliet

Vice Principal

Role Description

R.E.Blake - Second Grade Teacher

You are a young, inexperienced second grade teacher new to the Santa Louisa School District. One month ago, Timothy's mother, F.L. Ash, come to your classroom to observe Tim. You were upset by some of the comments F.L. Ash made to you after the observation. As a result you think that F.L. Ash doesn't approve of your classroom management. You have not wanted to communicate with her since that incident.

You approach the I E P meeting apprehensive about being with F.L. Ash. Since this is the end of the semester and you won't have Tim next year, you aren't very concerned with the results of the meeting. You have had an extremely busy week and haven't had time to gather samples of Timothy's work or organize any of the informal observations you have made. You feel unprepared to share or contribute any information at this I E P meeting.

ROLE: R.E. BLAKE - SECOND GRADE TEACHER

REMEMBER

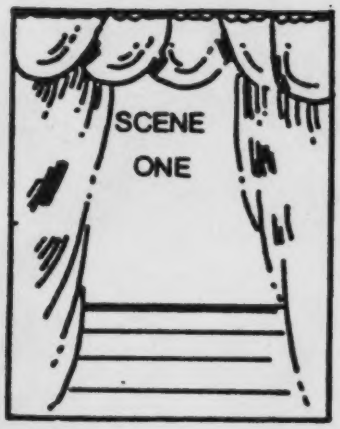
- YOU ARE STILL SOMEWHAT UPSET WITH F.L. ASH (PARENT) AND APPREHENSIVE ABOUT BEING WITH HIM/HER.
- YOU AREN'T OVERLY CONCERNED WITH THE RESULTS OF THIS MEETING SINCE YOU WON'T HAVE TIME NEXT YEAR.
- YOU FEEL UNPREPARED TO SHARE OR CONTRIBUTE INFO AT THIS IEP MEETING
- NO TIME TO GATHER WORK SAMPLES OR ORGANIZE INFORMAL OBSERVATION YOU HAVE DONE
- YOU HAVE YARD DUTY

(FOLD HERE)

R. E. Blake

Second Grade Teacher

SCENES



F.L. Ash (Parent) & R.S. Davis (Resource Specialist): *Talking in Resource Room*

P.S. Stevens (Prog. Specialist): *Enter Room*

[All 3 begin to discuss the assessment results]

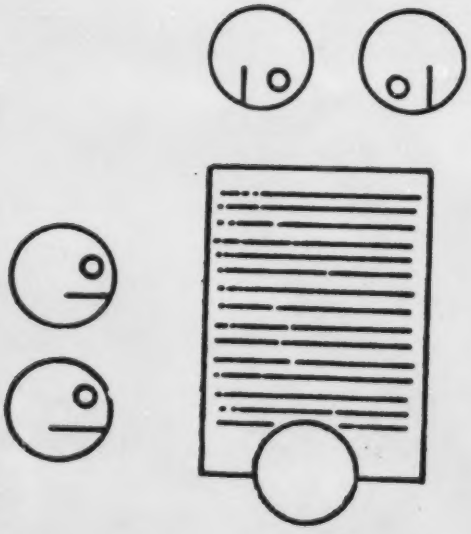
V.P. Juliet (Vice Principal) & R.E. Blake (Reg. Ed. Teacher) *Enter room and sit opposite F.L. Ash (Parent).*

R.S. Davis: *Attempt to review what has already been discussed.*

P.S. Stevens: *Look at watch and ask F.L. Ash to suggest appropriate classroom behavior goals for Tim.*

F.L. Ash: *Uncertain of appropriate goals ask R.E. Blake for opinion.*

R.E. Blake: *Describe Tim's classroom behavior and suggest goals.*



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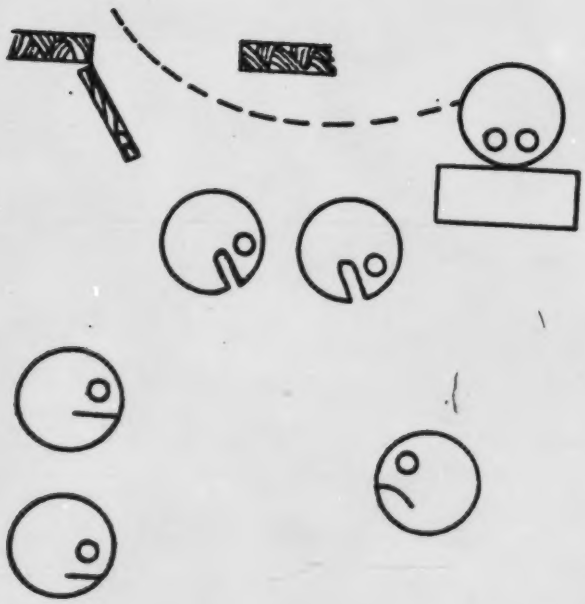
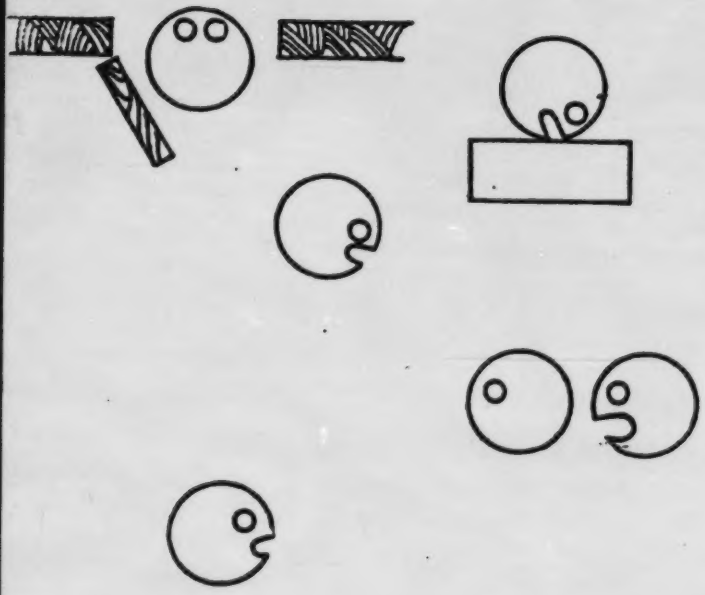


F.L. ASH: Ask about Tim's reading level.

R.S. Davis: Begin to explain reading assessment results.

P.S. Stevens: (quickly) interrupt R.S. Davis and finish explaining the reading assessment result with as much jargon as you can possibly think up.



A.N. Other Parent: Arrive early for your meeting and knock on Resource Room door.

R.E. Blake: (quickly) Look at clock and tell team you have yard duty in a few minutes.

P.S. Stevens: (determinedly)
- write reading goals
- read reading goal to team
- ask F.L. Ash if she agrees with goals.

F.L. Ash: (uncomfortable) need more time to think about goals mentioned

V.P. Juliet: (concerned) Suggest everyone meet again

R.S. Davis: Ask F.L. Ash to share a goal he/she has for Tim and ask her/him to write it on "Parent Goal" line.

F.L. Ash: (upset)
Explain you feel pressured by limited time--20 minutes not enough time to develop goals

P.S. Stevens: (forcefully)
Explain 20 minutes is usually the amount of time it takes to develop and prioritize goal

R.E. Blake: Stand up, say you have yard duty and leave

A.N. Other Parent: (annoyed)
Remind team you have to be at work soon.

V.P. Juliet: (concerned)
suggest another meeting

R.E. Davis: Attempt to explain Tim could profit from resource specialist program

Scene Closes As:

F.L. Ash: (feeling pressured)
- You do not want to write a goal
- You won't sign anything until given more time to consider goals

P.S. Stevens: (annoyed at waste of time)
- infer goals can be developed and prioritized in 20 minutes if everyone had cooperated

R.S. Davis: (frustrated)
- remind F.L. Ash, Tim will not begin receiving resource services until F.L. Ash is satisfied with the goals and has signed the IEP form.

V.P. Juliet:
- Do not continue meeting until all team members calm down

R.E. Blake:
- You are on yard duty

COMPONENT THREE: ACTIVITY 2

SOLVING THE PROBLEM WITH S-T-P

Purpose

To provide participants with an opportunity to apply the S-T-P problem solving sequence to problems which could occur in an ineffective IEP team.

Group Size

Any number of groups of 6 or 8 participants each. One participant acts as an observer.

Time Required

Approximately forty-five minutes.

Materials

I. One copy of the S-T-P problem-solving sequence for each participant. (Note: The S-T-P- Problem Solving Sequence is Concept Aid 7 in Component Three of the Participant's Handbook).

II. One copy of the Observation Sheet for each group.

III. Large newsprint and markers for each group.

IV. List of problems "brainstormed" in Activity I, "The Twenty Minute Rush."

Physical Setting

A table that will seat 7 or 9 participants is needed for each group.

Process

I. Begin Activity by reviewing Concept Aid 6, pg.10 in Component Three.

II. Post two sheets of newsprint in front of large group. Write Situation(S) on one sheet and Target(T) on the other.

III. Using one problem from the list "brainstormed" in Activity I: "The Twenty Minute Rush," help participants state the problem in terms of S and T.

IV. Record participants' contributions on appropriate sheet.

V. Refine the contributions if necessary, restating each contribution to insure it describes the Situation as it is now and the Target or desired state.

VI. Once you are sure participants are able to state a problem in terms of Situation and Target, form groups.

VII. Distribute sheets of newsprint to each group and appoint a facilitator, a recorder and an observer for each group.

VIII. Explain to groups that they are to a) chose a problem from the list "brainstormed" in Activity I and b) apply the S-T-P problem solving sequence to that problem.

Important

Remind participants to apply the participation & communication skills they learned in Component One and Two.

IX. Instruct participants to review Stages One through Four of the S-T-P problem-solving sequence, Concept Aid 7, pgs. 11 and 12.

X. As groups review the S-T-P sequence, meet with the observers and explain the Observation Sheet and how to record their observations. Inform the observer that he/she:

- does not participate in the problem-solving
- gives an oral report of his/her observations to the small group at the completion of the S-T-P sequence.

Note:

Since the observer's report is used as an introduction to Presentation Three as well as a feedback to participants, be sure observer clearly understands the terms and the directions on the Observation Sheet.

XI. After five minutes, inform groups they have 30 minutes to complete the sequence and that the facilitator from each group will report to the large group. He/She will report:

- the problem his/her group chose, stated in Situation and Target terms;
- the 5 Paths his/her group selected; and
- a summary of the observer's report.

XII. Circulate among the different groups to answer questions and/or help participants with the sequence.

XIII. After 30 minutes, terminate the problem-solving and ask each facilitator to report to the large group.

XIV. Debrief the experience, using questions in Stages Two-Five of the

Experiential Learning Cycle.

XV. Integrate a summary of the observer's reports on the methods the groups used to make decisions with the content covered in Presentation III.

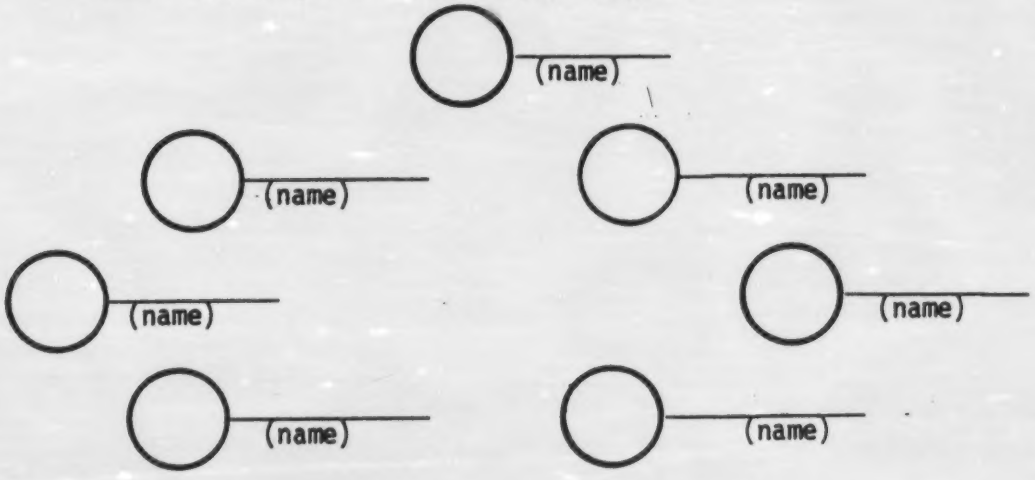
OBSERVATION SHEET FOR ACTIVITY 2:

"SOLVING THE PROBLEM WITH S-T-P"

OBSERVATION OF PATTERNS OF COMMUNICATION AND PARTICIPATION

Directions:

- Record observations of communication and participation during the first ten minutes of the problem-solving session.
- Label the circles with the names of group members.
- The first time a person speaks to another person, draw an arrow from the speaker to the receiver of the message.
- The first time a person speaks to the total group, draw the arrow to the arrow to the center of the cluster of circles. Additional messages from the speaker to that individual or to the total group may be indicated with tally marks on the arrow.
- An X can be placed in a person's circle if she/he interrupts another to speak.
- A check can be put in the circle to indicate that the person's remark encouraged another to participate.



Source: Adapted from Johnson and Johnson,(1975, p.119) in Schmuck et al (1977, p 243).

OBSERVATION OF DECISION-MAKING PROCEDURES

Directions

- Study the Decision-Making Procedures

  Plopping. A person's proposal goes unnoticed by others, as when Joe says, "I think we should introduce ourselves" and no one does.

  Self-authorizing. A person's proposal is implemented only by that person, as when Lee says, "I think we should introduce ourselves. My name is Lee House."

  Handclasping. A person's proposal is immediately implemented by one other person, as when Joe says, "I think we should introduce ourselves," and Lynn responds, "My name is Lynn Hale."

  Vetoing. One person explicitly denies a proposal made by another, as when Pete says "I don't agree" after John proposes that people ought to introduce themselves, and no one else sides with the proposal.

  Majority-Minority Voting. The decision is made when a specified percentage of persons indicate support or rejection of the proposal.

  Surveying. Everyone is polled to determine where they stand on a proposal; may be done as a straw ballot or for a vote.

  Consensus Testing. Similar to surveying but with genuine exploration to test for opposition to determine whether those opposed will go along or feel the need to sabotage the decision.

- Record the observation of decision-making procedures for last 20 minutes of the problem-solving session.

OBSERVATION SHEET/ACTIVITY 2 (CONTINUED)

- Record the names of group members on observation sheet
- Tally the frequency with which the different procedures are used by the group on the following chart.

DECISION-MAKING PROCEDURES

Name	Plop	Self-Authorizing	Handclasp	Veto	Survey	Vote	Consensus

Source: Adapted from Schmuck et al, (1977, pg. 337).

COMPONENT THREE: PARTICIPANT'S HANDBOOK

COMPONENT THREE

PROBLEM SOLVING DECISION-MAKING

PARTICIPANT'S HANDBOOK

GOAL OF COMPONENT THREE: PROBLEM-SOLVING/ DECISION-MAKING

*"Although problems surround us in many apparently different forms, it is only their specific situations which differ. The process for resolving them remains the same . . . they must all be understood and the understanding must be turned into action. The details of that process include decisions regarding the depth of personal involvement within either portion. That's the big difference. Some problems seem impossible to solve; others don't seem like problems at all."**

The goal of Component Three is to teach the skills and knowledge necessary to become more efficient problem solvers and decision makers in a team.

*Don Koberg and Jim Bagnall, 1977.

MY PROBLEM-SOLVING BEHAVIOR SELF-ASSESSMENT FORM

1. WHEN A PROBLEM COMES UP IN A MEETING, I TRY TO MAKE SURE IT IS THOROUGHLY EXPLORED UNTIL EVERYONE UNDERSTANDS WHAT THE PROBLEM IS.

   NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 : ALWAYS

2. I ASK WHY THE PROBLEM EXISTS AND WHAT THE CAUSES ARE.

   NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 : ALWAYS

3. I TEND TO ACCEPT THE FIRST SOLUTION THAT IS PROPOSED BY A GROUP MEMBER.

   NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 : ALWAYS

4. WHEN A GROUP DECIDES UPON WHICH SOLUTION TO ADOPT AND IMPLEMENT, I MAKE CERTAIN IT IS CLEAR WHAT THE DECISION IS, WHO SHOULD CARRY IT OUT, AND WHEN.

   NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 : ALWAYS

5. I DO NOT TAKE THE TIME TO REALLY STUDY OR DEFINE THE PROBLEM THE GROUP IS WORKING ON.

   NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 : ALWAYS

MY PROBLEM-SOLVING BEHAVIOR (con't)

6. I HAVE A TENDENCY TO PROPOSE ANSWERS WITHOUT REALLY HAVING THOUGHT THE PROBLEM AND ITS CAUSES THROUGH CAREFULLY.

   NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 : ALWAYS

7. I MAKE SURE THAT THE GROUP DISCUSSES THE PROS AND CONS OF SEVERAL DIFFERENT ALTERNATIVE SOLUTIONS TO A PROBLEM.

   NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 : ALWAYS

8. I TEND TO LET DECISIONS REMAIN VAGUE — AS TO WHAT THEY ARE AND WHO WILL CARRY THEM OUT.

   NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 : ALWAYS

9. I PUSH FOR DEFINITE FOLLOW-UPS ON HOW DECISIONS REACHED AT EARLIER MEETINGS WORK OUT IN PRACTICE.

   NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 : ALWAYS

10. I KNOW IF THE RESULTS OF THE GROUP'S WORK ARE WORTH THE EFFORT.

    NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 : ALWAYS

Reprinted from Joining Together, David Johnson and Frank Johnson, 1975.

PROBLEM-SOLVING

A **PROBLEM** IS SIMPLY THE EXISTENCE OF A GAP BETWEEN A PRESENT SITUATION (WHERE WE ARE NOW) AND A DESIRED SITUATION (WHERE WE WANT TO BE).

PROBLEM-SOLVING IS THE PROCESS OF CLOSING THAT GAP; OF FINDING WAYS OF CHANGING THE PRESENT SITUATION UNTIL IT MATCHES THE DESIRED SITUATION.

DECISIONS

MADE BEST BY AN INDIVIDUAL IF

- ALL NECESSARY INFORMATION IS AVAILABLE

AND

- INDIVIDUAL HAS EXPERTISE IN THE PROBLEM AREA
- HIGH COMMITMENT FROM GROUP IS NOT NECESSARY
- EFFECT ON GROUP MEMBERS IS MINIMAL

MADE BEST BY A GROUP IF

- COMPLEX

AND

- DIVERSE EXPERTISE, SKILLS AND EXPERIENCE ARE REQUIRED
- ACCEPTANCE OF THE SOLUTION INVOLVES THE PEOPLE AFFECTED
- A GROUP OF PEOPLE ARE REQUIRED TO IMPLEMENT

PROBLEM-SOLVING PROCESS

FOUR BASIC STEPS

PERCEIVING AND DEFINING THE PROBLEM

↓

GENERATING POSSIBLE SOLUTIONS

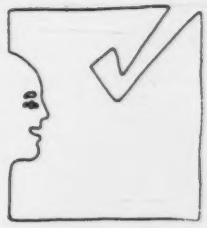
↓

SELECTING SOLUTIONS

↓

EVALUATION

✓ FOR UNDERSTANDING



1. **A PROBLEM IS DEFINED AS A:**

   A. DIFFERENCE OF OPINION BETWEEN GROUP MEMBERS
   B. DIFFERENCE BETWEEN THE ACTUAL AND IDEAL SITUATION
   C. PROCESS THAT RESULTS IN A SOLUTION TO THE PROBLEM

2. **PROBLEM SOLVING IS DEFINED AS:**

   A. RESOLVING DIFFERENCES OF OPINION BETWEEN GROUP MEMBERS
   B. A DIFFERENCE BETWEEN THE ACTUAL AND IDEAL SITUATION
   C. A PROCESS THAT RESULTS IN A SOLUTION TO THE PROBLEM

3. **WHAT ARE THE FOUR PARTS OF SOLVING A PROBLEM?**

   A. SOLVING THE PROBLEM
   B. GIVING UP AND GOING HOME
   C. FIGURING OUT THE PRESENT SITUATION
   D. FIGURING OUT THE DESIRED SITUATION
   E. FIGURING OUT HOW TO CHANGE THE CURRENT SITUATION TO THE DESIRED SITUATION
   F. FIGURING OUT HOW TO GATHER THE RESOURCES NECESSARY FOR SOLVING THE PROBLEM
   G. HAVING THE MEMBERS SOLVE THE PROBLEM BY THEMSELVES

4. **S T P IS A:**

   A. MOTOR OIL ADDITIVE
   B. PROBLEM SOLVING PROCESS

(ANSWERS: 1. B, 2. C, 3. C,D,E,F, 4. A,B)

"BRAINSTORMING"

PURPOSE:

- TO CREATE A GREAT NUMBER OF IDEAS WHICH LEAD TO MORE QUALITY IN THOSE IDEAS
- TO OPEN PEOPLE UP TO SHARING IDEAS WITHOUT FEAR OF CRITICISM
- TO ENABLE MEMBERS OF GROUP TO BUILD ON EACH OTHERS IDEAS

RULES:

- NO CRITICISM . . . ALL IDEAS ARE ACCEPTED
- IDEAS SHOULD BE FREE WHEELING . . . AS WAY OUT AS YOU WANT TO MAKE THEM
- BUILD ON THE IDEAS OF OTHER . . . SOMEONE MAY GIVE YOU AN IDEA YOU CAN ELABORATE UPON

BRAINSTORMING TIPS

GET READY:

- LOOSEN UP
- STRETCH YOUR BODY AND REACH FOR THE CEILING

GET SET:

- HAVE LOTS OF NEWSPRINT TACKED TO WALL
- APPOINT RECORDER WHO CAN HEAR AND WRITE RAPIDLY
- WHEN YOU ARE READY APPOINT TWO RECORDERS

GO!

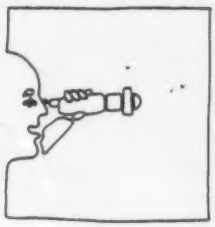
- BRAINSTORM IDEAS
- BE SILLY AND WILD, AND POOL YOUR WILDNESS
- DON'T SAY NO TO ANY IDEA
- DON'T TAKE TIME TO EXPRESS APPROVAL BEYOND "WOW", "HURRAY" OR "GO! GO!"

S. T. P.

SITUATION — TARGET — PATH

SITUATION

- "WHERE ARE WE NOW?"
- PRESENT SITUATION

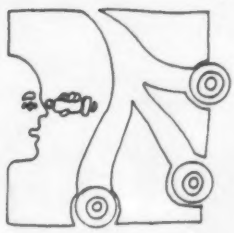


TARGET

- "WHERE DO WE WANT TO BE?"
- DESIRED SITUATION

PATHS

- "HOW CAN WE GET THERE?"
- ACTIONS TO TAKE TO GET FROM SITUATION TO TARGET



S-T-P Problem-Solving Sequence[6]

This problem-solving sequence consists of five stages, proceeding through three steps of the problem-solving process.

- **PERCEIVING AND DEFINING THE PROBLEM**

Stage One:
Group chooses one problem to define. Describe problem in terms of Situation (S) and Target (T).

Problem Statement
Where we are (S): Classroom teacher's role on IEP team is unclear.
Where we want to be (T): We want to understand the responsibilities of the classroom teacher's role.

- **GENERATING POSSIBLE SOLUTIONS**

Stage Two:
"Brainstorm" alternatives for resolving problem. No evaluation! Recorder lists Paths (P), e.g.:

- Set aside part of next meeting for classroom teacher to describe his/her understanding of his/her responsibilities.
- Plan a session for other members to share role expectations of classroom teacher.

[6]Richard Schmuck, 1977.

SELECTING SOLUTIONS
Decision-Making

Stage Three:

- Individuals vote to determine the priority of each Path listed.
- An individual raises his/her hand only if he/she feels the Path is a workable solution.

Stage Four:

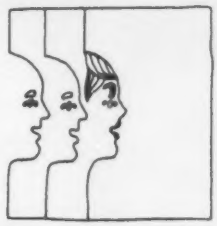
- Through discussions and consensus, group chooses *five* of the ten most preferred solutions.
- Choose the most important and workable solutions.

Note: Consensus will be discussed more fully, but for this stage:

1) members should feel free to state their reasons for including one or more Paths among the five,
2) communication skills such as perception checking and describing behavior should be used,
3) a survey should be taken when choices are made, and
4) every member should own or be willing to support the five choices.

Stage Five:

- Group designs own Action Plan for 5 Paths chosen.



GROUP DECISION-MAKING METHODS

"PLOPPING"

"SELF-AUTHORITY"

"HANDCLASPING"

"VETOING"

"MAJORITY-MINORITY VOTING"

"SURVEYING"

"CONSENSUS TESTING"

ACTION PLAN

A. EVALUATE PATHS ONE AT A TIME. DECIDE BY CONSENSUS WHICH SHOULD BE IMPLEMENTED FIRST, SECOND, ETC.

B. DECIDE PERSON RESPONSIBLE FOR EACH PATH.

C. SET DATES FOR ACTIONS TO OCCUR.

D. HOW WILL ACTION BEGIN?

E. "BRAINSTORM" EVERYTHING THAT CAN GO WRONG.

F. REVIEW PATHS FOR POSSIBLE CHANGES AS A RESULT OF STEP E.

CONCEPT AID 10

ACTION PLAN

A. PATH	B. PERSON (S)	C. BEGIN MO/DAY	DUE MO/DAY	D. FIRST STEP (HOW WILL PATH BEGIN)
1. Classroom Teacher will	*1. Classroom teacher*	*3/21*	*4/21*	*1. Classroom teacher will write out her responsibilities*
discuss her role at next				
staff meeting				

LIST OF PROBLEM SOLVING SKILLS

THE S. T. P. PROCESS

__I CAN EFFECTIVELY USE THE S. T. P. PROCESS.

__I AM AWARE OF AND UNDERSTAND BY BEHAVIOR IN PROBLEM-SOLVING SITUATIONS.

__I CAN DEFINE A PROBLEM.

__I CAN FORMULATE ACTION STEPS TO SOLVE A PROBLEM.

__I CAN DECIDE ON ACTION STEPS TO SOLVE A PROBLEM.

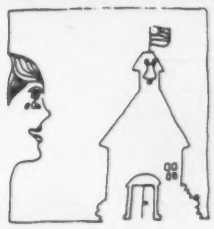
I NEED FURTHER WORK ON THE FOLLOWING SKILLS: _____

_____

_____

_____

_____



SUMMARY WORKSHEET FOR IDENTIFICATION AND BACKHOME APPLICATION

Skills which I have learned in this training:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Ways in which I can use these skills in educational settings:

Skills	Ways
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____